DOCUMENT RESUME

ED 076 910 CG 008 017

TITLE	Research Annotated Bibliography.
INSTITUTION	Toronto Board of Education (Ontario). Research Dept.
PUB DATE	[72]
NOTE	33p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Abstracts; *Annotated Bibliographies; *Educational Innovation; *Educational Research; Research Utilization; Urban Areas; *Urban Education; Urban Immigration; *Urban Schools; Urban Youth
IDENTIFIERS	Canada; Toronto

ABSTRACT

These annotated bibliographies published by the Toronto, Canada Board of Education list research conducted in 1971 and 1972. The annotations cover such topics as student's background and its relationship to class and program in school; West Indian immigrants in the Toronto schools, an experimental Montessori program for inner-city preschool children, use of media for communicating research information, the effect of a developmental English program on student's reading ability, and use of television in the schools. Additional bibliographies for 1968, 1969, and 1970 are included in the ERIC system under ED 062239, ED 061136, and ED 061135 respectively. (SES)

ED 076910

research 71 annotated bibliography

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STUDENT'S BACKGROUND AND ITS RELATIONSHIP TO CLASS AND PROGRAMME IN SCHOOL (THE EVERY STUDENT SURVEY)

Annotation

On May 1, 1970, a survey was made of all the students in the Toronto school system. This has come to be known as "The Every Student Survey." Four reports have been prepared based on these data. This is the first of the four reports and includes background information and details about how the study was undertaken. Information was gathered about students' place of birth, mother tongue, and parents' occupations. This information was related to whether or not the students were in special classes and whether or not they were above or below their expected grade level. This report indicates that children from low income families are more likely to be in special vocational schools and less likely to be in five-year programmes than students from high income families. Also it shows that students who were born in Canada but who learned English as a second language are more likely to be in five-year programmes than students for whom English is the mother tongue. It is suggested that people obtaining this report also request reports #98 and #99 which provide a more detailed analysis of some of the data.

IN THE COURSE OF DISCOVERY
West Indian Immigrants in Toronto Schools

Annotation

Each year more and more immigrants are arriving in Toronto from the West Indies. The geographic setting of the islands and the history of the people have produced a way of life that is very different from what awaits them in Canada. In the Course of Discovery is an introduction to the life which the West Indian immigrant has left behind, helping the reader feel what it is like to step from Jamaica or Trinidad or the Leeward Islands on to Yonge Street. It is of special relevance for teachers with West Indian students in their classrooms.

Of general interest is the section which deals with the implications of the rising tide of West Indian immigration. The report draws a parallel between the increase in black and coloured immigration in Britain, which resulted in rising racial tensions in that country, and current trends in Canada. This situation presents a challenge to Canadian society which everyone must help to meet.

SEED: A PRELIMINARY REPORT

Annotation

SEED was established as a free school within the Toronto Board of Education. When it was made a full-time alternative to secondary schools the Research Department undertook a study of SEED and some of its outcomes. Even before the school opened, however, there were numerous requests for information about SEED, many of these requests coming from outside the Toronto system. This brief preliminary report was prepared to answer some of these questions.

The report outlines SEED's development and describes its purpose and philosophy. The results of the programme will be described in a forthcoming report which at present (early 1972) is still in preparation. This report is based on the notes and comments of a participant observer who taught at SEED during its first year and collected data on the experiences of those involved in the programme.

SPECIAL ANALYSIS OF EVERY STUDENT SURVEY
(Eight Selected Schools)

Annotation

This report was prepared to provide a description of the elementary school students in that area of the City between Yonge Street and the river, south of Bloor. This area has been described as the "inner-inner-city." A special analysis of The Every Student Survey data was undertaken so that this area could be compared with the rest of the City. The analysis indicated that students who live in this area were more likely to be found in special classes than students in the rest of the City.

It is suggested that the reader of this report also look at reports #98 and #99.

THE RELATIONSHIP OF THE HOME TO "UNDER- OR OVER-ACHIEVEMENT"

Annotation

This report is one of a series that are directed at the following questions:

"What does the child bring with him from home that will make a difference to his school success?"

"What information about the home will provide a better idea of how much success the child will achieve in school?"

In addition, this report asks whether the home factors that were related to under- and over-achievement were also related to the socio-economic status of the home (SEI) as determined by occupational level.

The major findings are:

Educational and occupational aspirations and expectations for the pupil were higher if he were of high achievement or high socio-economic status. Aspirations and expectations were lower for girls than for boys.

Mothers report that higher achieving pupils do the most homework, but that all pupils, regardless of their achievement status receive the same amount of homework help. High SEI pupils do more homework than low or middle SEI pupils.

The number of books in the home suitable for children shows a slight positive relationship to achievement status, and an even stronger relationship to SEI.

The number of visits to the public library by pupils increased as achievement status increased.

The amount of time spent watching T.V. during the week decreased with increases in achievement status or SEI. For weekend watching, there was no relationship with achievement status or SEI.

One important fact that stands out is that it is not the pupils from the low SEI homes that differ markedly from the rest of the pupil population. In fact, in many respects, these pupils are very similar to those from the middle SEI homes. It is the high SEI homes which are distinctive and from which come the pupils whose performance in school is distinctive.

PORTUGUESE IN TRANSITION

Annotation

This report addresses itself to questions asked by Toronto teachers of Portuguese New Canadians. It is based on the assumption that no answers are possible without a comprehensive understanding of Metro's Portuguese community, which is now in its difficult formative period of urbanization.

This report finds the Portuguese -- whether at home or in Canada -- in a process of transition, a process which can only be understood through a study of the society and history of Portugal itself. The paper's format is as follows:

An INTRODUCTION establishes the cultural and historical continuity of Toronto's Portuguese community with life in Portugal itself. This is the key to understanding these New Canadians.

The second section of the report looks at PORTUGAL TODAY. Analyzing the present reveals discontinuities with the past and reinforces the theme of transition. This section also introduces basic geographic, demographic, and economic information.

The thread in the tapestry of Portuguese history is empire. It is the touchstone of past and present. The role of empire for PORTUGAL TODAY is revealed in events surrounding a recent leadership change in the government. That change has sufficiently polarized events so that it is possible to identify themes which are common to Portuguese history as a whole.

PORTUGAL TODAY cannot be understood apart from its past. The Portuguese experience evolved in time -- within historical processes common

to all modern man's attempts to control his environment and create a national identity. The third section of the report, PORTUGAL'S HISTORY, encompasses not only political developments, but educational and cultural developments as well. Since most of Toronto's Portuguese community comes, not from mainland Portugal, but from the Azores, the special role of these islands from the time they were settled to the present is also discussed.

Information on the Azores is difficult to find. It is hoped that this part of the report will provide the teacher with a full understanding of Portugal's population and enough material to develop a study unit for the classroom.

The historical section is divided into subsections which attempt to grasp the various themes of PORTUGAL'S HISTORY with its peculiar rhythm of imperial glory and economic decline. The web of empire has been both intricate and costly. Today as in the past, Lisbon, its centre, must struggle to maintain a hold.

The effect of this struggle on THE PORTUGUESE WAY OF LIFE is described in the fourth section. The government's view of imperial Portugal's place in today's world shapes Portugal's international relations and domestic affairs. This view is shared by the Portuguese people, although often at great cost.

THE PORTUGUESE WAY OF LIFE has not made it easy for the immigrant to adapt to either Toronto or Canadian society. The limitations of a largely rural or semi-rural background pose special problems for Toronto's Portuguese community. These problems are raised in the final section on THE PORTUGUESE IN CANADA, and placed in the perspective of the entire report in the short CONCLUSION.

AN EXPLORATORY INVESTIGATION OF "DIVERGENT PRODUCTION" USING BASIC CONCEPTS OF MATHEMATICS

Annotation

Three sorting tasks were designed to explore one possible way of examining "divergence" in a test situation. The material was developed as part of the New Canadian Study with the assistance of the Mathematics Department. The material illustrates in a concrete form some kinds of tasks which require students to produce rather than choose an answer, yet do so within a framework which can be scored and analyzed by computer.

The three sorting tasks clearly varied in the challenge which they presented to the students, as indicated by the average number of acceptable sorts, novel sorts and wrong sorts. On all three sorts, grade 5 showed patterns of performance which were consistently different from grades 7 and 9. No differences were observed between the performance of males and females. Among the "New Canadian groups" clear patterns were not apparent. Although some differences were noted between immigrant and non-immigrant students, they did not seem to be a function of language.

The report will likely be of greatest interest to those interested in mathematics, those interested in illustrations of "divergent" tasks, and a few who might be interested in some of the technical aspects of preparing such material for machine scoring and computer analysis.

PARENTS' OCCUPATIONS, STUDENT'S MOTHER TONGUE AND IMMIGRANT STATUS: FURTHER ANALYSES OF THE EVERY STUDENT SURVEY DATA

Annotation

In the original analysis of The Every Student Survey data (report #91) one analysis related school placement to parents' occupation and a second to mother tongue. Some of the data produced for this early report suggested that the overall conclusions might be different if programme placement were related to both language and occupation simultaneously.

As a first step an analysis was undertaken of the relationship between children's mother tongue and their parents' occupations. This report is primarily concerned with describing this relationship. About two-thirds of the students who did not learn English as a mother tongue have parents employed in the lowest occupational category as labourers, waiters, etc., compared to one-third of the students for whom English was the mother tongue. More detailed analyses revealed large differences in the occupational patterns of specific language groups. This report includes maps showing the location of high concentrations of pupils from high income families, high concentrations of non-English speaking students, low concentrations of non-English speaking students and high concentrations of pupils from low income families.

PROGRAMME PLACEMENT RELATED TO SELECTED COUNTRIES OF BIRTH AND SELECTED LANGUAGES (FURTHER EVERY STUDENT SURVEY ANALYSES)

Annotation

Report #99 builds on the data reported in #98, namely that there was a relationship between parent's occupational level and whether or not English was a student's mother tongue. Report #99 gives analyses which control for mother tongue and show that there is still a relationship, a relationship which holds within the various language groups.

This report includes analyses of programme placement for students born in three English speaking areas: the West Indies, the United States, and Great Britain. There are analyses of programme placement for students who come from single parent families, as well as students who come from the several largest language groups in the City of Toronto.

PRESCHOOL EDUCATION FOR INNER-CITY CHILDREN: PRELIMINARY RESULTS OF AN EXPERIMENTAL MONTESSORI PROGRAMME

Annotation

A group of inner-city preschool children attended a Montessori Nursery programme from January to June of 1971. This report presents a preliminary assessment of the results of the programme.

The data include interviews with the mothers of the children and tests of various aspects of the children's mental development. Some problems of generalizing from other research on inner-city children are discussed. A long-term assessment of the programme is planned, and will be presented in a later report.

FROM SEE TO SEE

Annotation

FROM SEE TO SEE is a filmed report of the Visual Awareness Study. In a joint project the Art and Research Departments provided each student in a grade 4 class from a low income area with a Polaroid camera and film.

Students received film and took pictures for a period of ten weeks. At the end of five weeks a variety of stimuli were introduced into the school environment. Large reproductions of artwork and photographs appeared, not only in the classroom but also in the halls throughout the school. These materials represent some of the stimuli which the Art Department makes available for use in schools in the expectation that it will trigger some students' creativity at various grades and in various situations.

During the ten-week period, 3,500 Polaroid prints were collected from the students. These prints were cleaned, recorded on 35 mm. film, and the originals returned to the students. The copies were reproduced as contact sheets, child by child, in chronological sequence. These were viewed by three expert judges -- Harold Town, Albert Gilbert, and Harley Parker. Following an independent review of all photographs, the three judges were interviewed separately, during which time they selected photographs and made extensive comments on the material.

The film provides a brief visual description of the project, illustrations of the childrens' work, and excerpts from the judges' commentaries. It documents a process which is still relatively novel in the field of art; namely, the expansion of art to include not only "picture making" but also "picture taking." Some teachers may be interested in seeing the film themselves; others may also be interested in sharing it with their classes. It is preferred, that all internal requests for this film be directed to the Teaching Aids Department: requests from outside the Toronto school system, whether for loan or purchase, could best be met by direct contact between the prospective borrower and either the Research or Art Department.

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92. *In The Course Of Discovery -- West Indian Immigrants In Toronto Schools*
93. *SEED: A Preliminary Report*
94. *Special Analysis Of Every Student Survey (Eight Selected Schools)*
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ISSUES IN EVALUATING OCCUPATIONAL PROGRAMMES

Annotation

This report is a companion to Report #102, A Follow-Up Study of Special Vocational And Special High School Students. It is intended to provide the reader with an understanding of the process of evaluation. The report deals with many critical issues and problems that are related to the process of evaluation in general, but it also makes specific references to the vocational setting. While it is not necessary for an understanding of the follow-up study, it helps to explain why some of the measures were chosen.

The paper covers the following topics: (i) the social context, nature and consequences of evaluation, (ii) methods of evaluation and (iii) the evaluation process utilized in the follow-up study of vocational and special high school students.

A FOLLOW-UP STUDY OF SPECIAL VOCATIONAL AND SPECIAL HIGH SCHOOL STUDENTS

Annotation

For many years the Toronto Board of Education has provided secondary school programmes for students for whom the four- and five-year programmes appear unsuitable. The programmes are of two types: the special vocational programmes and the special high school programmes. This study was designed to describe the occupational and educational experience of students two years after leaving these schools. The sample included graduates as well as drop-outs.

The study was structured specifically to answer the following questions:

1. Who goes to the special vocational and special high schools?
2. What happens to these students when they leave school?
3. What is the relationship between the particular course taken in school and the student's present job?
4. How do students feel about their school experiences?

A companion report, Report #101, Issues In Evaluating Occupational Programmes, deals with the general problems and issues involved in evaluation but also makes specific reference to the vocational setting.

INNER CITY STUDENTS AND THEIR SECONDARY SCHOOL PROGRAMMES

Annotation

Do students from inner city schools go to different high school programmes than students from non-inner city schools? This brief report examines the relationship between elementary school of origin (inner city versus non-inner city) and programme placement (five-year, four-year, two-year or special vocational) in secondary school. Further analyses are based on the number of individual criteria for inner city designation which are met by the various schools.

ACHIEVEMENT OF SPECIAL PROGRAMME (SENIOR - A.V.) GRADUATES

Annotation

At the request of the Board, a comparison was made of the secondary school (grade 9) achievement of graduates of the Special Programme (Senior - A.V.) with that of "similar" students who were transferred to secondary school from the regular programme.

To obtain a sample of "similar" students, the Senior - A.V. students were matched with students meeting the following criteria: came from the same senior elementary school; were the same sex; were born in the same year; were attending the same secondary school and the same programme.

Two criteria were used to assess achievement: class marks and standardized reading test scores. While no significant differences were obtained on the comparisons based on school marks, the Senior - A.V. group scored significantly lower in reading than the group of transferees.

SEED
THE FIRST YEAR

Annotation

SEED (Summer of Experience, Exploration and Discovery) started as an enrichment programme in the summer of 1968 for students who had been unable to find summer employment. Volunteers from schools and the community made up its resource staff. After operating the following summer and continuing unofficially as an extra-curricular activity during the 1969-70 school year, SEED began to evolve as an educational alternative. In June of 1970 SEED was officially established as part of the Toronto school system -- as an experimental alternative to the regular school system.

This report describes the first year of SEED's operation as a full-time alternative secondary school in the Toronto system. To obtain insight into the events and occurrences which made up SEED, data were collected by a participant observer. The report is based on observations of classes, interviews and discussions with students, teachers and catalysts, as well as on the participant observer's personal experience as one of the catalysts.

The report attempts to document a process -- SEED's efforts to maintain the concepts of a "free school" movement while establishing itself as an alternative within the school system, thereby insuring, for example, that students could obtain traditional credits for work performed there. This resulted in a unique learning experience with many internal and external conflicts.

The report also attempts to answer many of the common questions that are asked about SEED.

A STUDY OF MEDIA FOR COMMUNICATING RESEARCH INFORMATION

Annotation

This report describes an internal study which was initiated to identify effective and efficient ways of disseminating research information to teachers. Five different media for communicating research information were investigated: the annotated bibliography, dial-a-report, file cards, records and photographic posters.

This study was also designed to collect information about the following aspects of the Research Department's process of dissemination:

1. Relevance of research report topics: were the topics of the studies of interest to the personnel to whom they were directed?

2. Attitudes towards educational research: to what extent was there a general interest in educational research independent of topic?

3. Effect of background factors: are such factors as age, sex, years of experience, type of position held and grade taught related to one's interest in educational research?

4. "Big Brother effect": would questions to school system personnel on the effectiveness of the communication they received, and the usefulness of educational research information in their work be affected by the responses being identified or anonymous?

PARENTS AND PROJECTS AT PARK SCHOOL

Annotation

Over the past few years, citizens have become increasingly involved in the operations of the social institutions which govern, educate and assist them. In some schools in the Toronto system, the process of community involvement has been characterized by friendly co-operation in the quiet resolution of problems. Park has not been one of these.

This report documents the history of events in the development of community involvement at Park, following the conflict which developed in the late 1960's and which reached its peak in 1970. In this context, new programmes were developed in an attempt to overcome the crucial problems of low reading ability and the isolation of the school from its surrounding community.

The data for the report were obtained from interviews conducted with the people involved with Park on all sides of the issues.

LANGUAGE: A STUDY OF FUNDAMENTAL SKILLS

Annotation

This report deals with an extensive study of language skills which was conducted across the City during the school year 1971-72 at the request of the Toronto Board's Fundamental Skills Committee. Students in grades 4, 6, and 9 participated in the study. To adequately reflect a language programme's goals, the following measures were taken:

(a) Reading Ability -- measured by standardized vocabulary and reading tests;

(b) Reading Activity -- obtained by a questionnaire dealing with reading habits and interests;

(c) Writing Ability -- measured by analyzing students' compositions.

Background information (parents' occupational status and language backgrounds) was also collected for each student. The relationships between reading ability, reading activity, writing ability and home background were explored.

In addition, both the Gates-MacGinitie and the Canadian Tests of Basic Skills were administered, so a comparison could be made between these two tests and between the American and Canadian norms.

A STUDY OF THE EFFECT OF THE DEVELOPMENTAL ENGLISH PROGRAMME ON STUDENT READING

Annotation

This report is concerned with how effectively the Developmental English Programme stimulates the growth of language skills. This programme which was set up by the Language Study Centre, is currently implemented with ninth and tenth grade students (in four- and five-year programmes). The touchstones of the programme are individualization, independence and development, the basic assumption underlying the programme is that language matures through use, with each developmental level growing out of the previous levels.

The study was designed to answer four questions --

(1) Is the Developmental English Programme really different from the programmes usually found in the schools?

(2) How do students in developmental and non-developmental classes compare in reading skill?

(3) How do students in developmental and non-developmental classes compare in the scope of their reading?

(4) How do students in developmental and non-developmental classes compare in the quality of their reading?

In order to assess quality of reading, a method was devised whereby students themselves described the books they had read and these descriptions then were coded on a "quality scale."

A COMPARISON OF COLOUR AND BLACK AND WHITE T.V.

Annotation

This study raised the question of the relative effectiveness of colour versus black and white television for viewing educational programmes.

Students in grade 7 viewed programmes in either colour or black and white. Measures of both factual retention and subjective experience or feeling were then used in comparing the two media. Factual retention was measured by multiple choice tests dealing specifically with the content of the programmes. Subjective experience or feeling was measured in several ways. First, using a modification of the Semantic Differential, each student rated the programme on an evaluative, an activity and a potency dimension. Second, students wrote an open-ended paragraph about the programme, and these paragraphs were coded on a number of evaluative dimensions.

Another study, which deals with the extent of the use of television in the schools, is presented in a second report. It is suggested that people interested in this topic also read Report #111 entitled Television Utilization.

TELEVISION UTILIZATION

Annotation

At the request of the Toronto Board of Education, a study of the utilization of television in the schools was instituted by the Teaching Aids Department and the Research Department. The Board requested that the study include teacher training in the use of ETV, the extent of the use of ETV by teachers, student reaction and programming.

In order to collect the necessary information several complementary strategies were developed. Logs and questionnaires for both students and teachers provided a major source of information. The logs, which were attached to the television sets, provided a way of obtaining detailed records of individual set use.

The questionnaires provided estimates of media use for various subgroups of students and teachers. In addition, open-ended questions made it possible to collect data that offered insight into the opinions and attitudes of the respondents in relation to the usefulness of television in the classroom.

Other features of the study included:

(a) interviews with principals to ascertain the way in which the limited number of television sets were allocated in each school with the attendant consequences vis-a-vis use;

(b) workshops for teachers on the utilization of television.

A detailed comparison of black and white versus colour television, is reported separately in another study. People interested in this topic may wish to order Report #110.

INDEPENDENCE TRAINING AND SCHOOL ACHIEVEMENT

Annotation

This is the fourth in a series of reports on a longitudinal study of the relationship between factors in the home and school achievement.*

In this study, teachers' ratings of students' achievement and students' scores on a standard achievement test (the MAT) were examined in the light of parental expectations for (i) the child's independence behaviour; (ii) the child's personal qualities and (iii) his future work values.

The expectancy measures were obtained from detailed interviews with parents. In addition background information, such as I.Q., socio-economic status and sex, was available and the relationship between parental expectations and school achievement was analyzed in relation to these background variables.

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* Other reports in this series are numbers 83, 49 and 95.

A GROUP, ENGLISH-LANGUAGE VOCABULARY KNOWLEDGE TEST DERIVED FROM THE AMMONS FULL-RANGE PICTURE VOCABULARY TEST

Annotation

This is a reprint* of a journal article which essentially contains technical information which may only be of interest to a limited number of readers.

The article describes the construction of a group vocabulary test derived from the Full-Range Picture Vocabulary Test. The adaption resulted from the need for a vocabulary comprehension test which had a fixed number of items, could be administered by teachers, and had a non-oral mode of responding in order to minimize handicaps faced by students of non-English background. Data on a sample exceeding 5,000 (from grades 5, 7 and 9) were used to describe and compare various groups of students.

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* Ramsey, C. A., & Wright, E. N. A group, English language vocabulary test derived from the Ammons Full-Range Picture Vocabulary Test. Psychological Reports, 1972, 31, pp. 103-109.

OPTIMUM CLASS SIZE?
A REVIEW OF THE LITERATURE

Annotation

Because of the current concerns and publicity surrounding "class size," this report was prepared to meet the Board's request for "a summary of reports on research studies which are available on the subject of optimum class size."

This document highlights numerous issues raised by the research on class size. It deals with the relationship between class size and factors such as:

(a) the criteria of success (quality of education versus pupil achievement measures);

(b) teachers' feelings, attitudes, and opinions;

(c) the subject being taught;

(d) the methods of instruction employed.

The report attempts to show that the question of class size is a complex one which should not be dealt with in isolation from other educational variables.

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#102 - A Follow-Up Study Of Special Vocational And Special High School Students

#103 - Inner City Students And Their Secondary School Programmes

#104 - Achievement Of Special Programme (Senior - A.V.) Graduates

#105 - SEED -- The First Year

#106 - A Study Of Media For Communicating Research Information

#107 - Parents And Projects At Park School

#108 - Language: A Study Of Fundamental Skills

#109 - A Study Of The Effect Of The Developmental English Programme On Student Reading

#110 - A Comparison Of Colour And Black And White T.V.

#111 - Television Utilization

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